

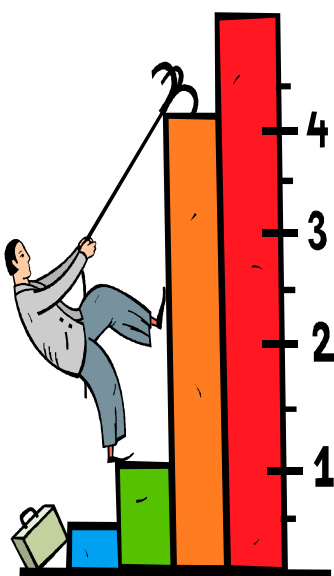
HOMeward BOUND

Volume 2, Issue 5

May 2012

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Encouraging a Life of Service By Julie R Barber, Psy. D.

The C.H.A.N.G.E.S. Treatment Program was developed to meet the current treatment needs of offenders within the Kentucky Department of Corrections (KY DOC) and includes three (3) overarching goals. These include; decrease criminal thinking and criminal behavior, decrease recidivism, and to assist offenders with successful reintegration to the community. The program includes 5 levels, as well as an internship component designed to reinforce pro-social behavior in the program's 5th and final level.

Level 5, also known as Advanced Application of Treatment Principles, was recently restructured and expanded, in order to allow program participants a broader opportunity to practice pro-social behavior in various environments throughout Kentucky State Reformatory (KSR). Participants are encouraged to assist other offenders and staff throughout the institution whenever a need presents itself. A record of this behavior is logged and reviewed by staff each week. Additionally, structured "helping" opportunities are also available, with others currently under development, including; staff/offender co-lead facilitation of a treatment group for general population offenders at KSR, fund raising projects to benefit outside charitable organizations, and the development of a service coalition within the program to continuously identify and coordinate service projects on behalf of the program.

Criminal thinking and criminal behavior is learned and, therefore, can be unlearned. This is not a simple process, however, due to the extensive amount of time and energy frequently involved in this negative

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Encouraging a Life of Service...continued

learning process. In order for there to be a demonstrated change in thinking and behavior, research suggests that three key elements must be present. These include; individual motivation or readiness for change, evidenced-based interventions, and consistent practice of the newly learned skill set (pro-social thinking and behavior).

Throughout participation in the C.H.A.N.G.E.S. Treatment Program, participants are exposed to evidenced-based interventions, as well as the core philosophy upon which the program was founded- Compassion, Hope, Altruism, Now, Goodwill, Empathy, and Sobriety. Participants are expected to learn and practice pro-social thinking and behavior throughout the duration of participation in the program. The opportunity to further reinforce this newly learned skill set occurs during the internship component of level 5. Although a minimum of 60-hours of helping behavior is required for successful completion of the internship, participants are encouraged to go beyond this minimum requirement and consistently demonstrate helping behavior to others.

Participation in all components of the C.H.A.N.G.E.S. Treatment Program presents offenders with the opportunity to learn and practice new ways of thinking and doing. It also reinforces a basic philosophy of being less hurtful and more helpful, regardless of person, time, situation, or circumstance. Offenders that successfully complete the program carry with them the potential to initiate a positive ripple effect that permeates family, community, and greater society. In the words of Dr. Martin Luther King, Jr., they are encouraged to continually ask, "Life's most persistent and urgent question is: "What are you doing for others?" and to reflect the answer in their behavior.

HOUSING OPPORTUNITIES IN JEFFERSON COUNTY**COALITION FOR THE HOMELESS APRIL 2012 UPDATE**

The Center for Women and Families

Choices, Inc.

Mattie's House

House of Ruth, Inc.

New Direction Housing Corporation

The Healing Place for Men

The Healing Place for Women

Interlink Counseling Services, Inc

Jefferson Street Baptist Center

New Life Recovery Center, Inc.

Volunteers of America of KY

Phoenix Health Center

Rhonda's Another Chance

Salvation Army Center of Hope

NEW DIRECTION

By Cheryl A. Million

One of the challenges faced by the Reentry Branch and KARE Committee was to provide a program that addresses barriers to reentry for the offender population. The present program, "Prison To the Streets," addresses some of the barriers but in a very limited capacity. This program is taught for 20 hours once a month to a limited audience.

A great deal of thought, consideration and research has gone into the formation of a new program that will address barriers. One of the first issues addressed was the consistency factor. It was agreed that we needed a program that would be taught the same way in all institutions with the same information. There has been significant discussion about the program content, the length, who would teach it, and how it would best be taught. We've discussed the criteria for entering the program and rewards upon completion. Next month we will be introducing the new program that will address this void and be continued by the PORTAL program that is taught in many Probation and Parole districts.

The new program will be called "New Direction" and taught in modules. The class will meet once a week for one hour to discuss one module. Several modules can be taught simultaneously when time and space allow. The offender population will be able to transfer and still have the opportunity to finish the program prior to release. Upon completion of the program the offender may receive 90 days sentence credit.

The Reentry Coordinators in each facility will be responsible for teaching the program and tracking the attendance and completion in the KOMS system. The offenders will begin the course 12-18 months prior to release or parole board hearing. In addition we will offer a "Booster" session for those that do not need the full curriculum or would like a review just before release.

The training materials were introduced at the May 2012 Reentry Staff Meeting with the offender workbook to follow in at the June staff meeting. The course has been completely scripted with examples, videos, games, discussion suggestions and situational debates designed to enhance the thinking process.



Most Frequently Asked Questions and Answers...



QUESTION: How effective are traditional criminal justice sanctions in reducing offender recidivism?

ANSWER: Although traditional sanctions may serve other purposes of sentencing such as punishment, general deterrence, or incapacitation, the research is unequivocal that absent an effective treatment component, sanction themselves do not reduce offender recidivism. Such sanctions include prisons, jails, incarceration, fear-based programs such as Scared Straight, physical challenge programs, military models of discipline and physical fitness such as boot camps, and intensive probation supervision.

QUESTION: What are evidence-based sentencing (EBS) practices?

ANSWER: Evidence-based sentencing practices are sentencing practices based on the practices of community corrections programs and agencies that have been demonstrated by scientific research to reduce recidivism among offenders under probation or community corrections supervision. (The concepts of probation and community corrections are used interchangeably in this document.)

QUESTION: What is the goal of evidence-based sentencing practices?

ANSWER: The goal is to reduce the risk of offender recidivism by facilitating pro-social changes in probationer attitudes and behaviors. The goal is to reduce the risk of recidivism not merely control risk while under supervision.

QUESTION: What do we mean by “risk of recidivism”?

ANSWER: Risk of recidivism refers to the risk (or likelihood) that an offender will re-offend within a certain period of time (e.g. 3 years). It does not refer to the relative seriousness of either the crime committed or the potential re-offense.

PART II “The Role of the Probation and Parole Officer”

Trends in public policy on Corrections:

- *We had the right idea in 1956*
- *1960's-Sought punishment not rehabilitation*
- *1970's-Can't we just get along?*
- *1980's-War on Drugs; If you build them they will come-Prison is the answer!*
- *1990's-Prison populations begin to grow; Tough on Crime*
- *2000's-Perhaps we better rethink this!!!!*

Three major shifts in correctional philosophy have occurred over the last 100 years. During some periods, corrections professionals have emphasized deterrence strategies; during others, they have relied more on treatment and constructional strategies. No period has emphasized one strategy alone; the difference has been in the degree to which they relied on one or the other.

Looking to our past may help us to understand the present. The correctional world we operate in has always known tension between the ideals of punishment and treatment. Our field seems unable to extricate itself from a seemingly hypnotic hold of a "tough-as-nails" approach. To try and understand how the probation field became mesmerized is to appreciate two swings of the crime-control pendulum that have occurred over the last 50 years. Psychological and sociological theories of criminal behavior gained prominence in the 1940's and helped the principle of rehabilitation of offenders (offender treatment) to flourish throughout the 1950's and 1960's (Gendreau & Ross, 1987). However, evidence to support the treatment paradigm did not keep pace by tracking outcomes and building supportive evidence, so the pendulum swing of correctional policy started to move back to the punishment and "just desserts" approach. Rehabilitation lost favor by the late 1970's and began to recede during the 1980's. One swing followed another as the ideal of punishment lost ground. Clive Hollin (2000) notes, "If the 1980's saw the fall of the rehabilitation ideal, then the early 1990's witnessed a spectacular resurrection... (this) resurrection of treatment can be directly traced to the impact of a string of meta-analytic studies of the effects of offender treatment published towards the end of the 1980's and into the 1990's." The predominance of punishment had not demonstrated effectiveness, and in many instances, was shown to increase recidivism. With the advent of the 1990's, supervision and treatment has enjoyed more certainty of success (Andrew & Bonta, 2003; Bernfield et al., 2001).

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As you can see, the role of the Probation and Parole Officer covers a lot of ground! To that end, we have many tools at our disposal. Both technology and Officer's skill play a fundamental role in Offender's success.

Computer based tools: KOMS, COURTNET, NCIC, VINE, E-WARRANTS, LS/CMI, JUSTICE EXCHANGE AND ICOTS.

Client centered approaches: Motivational Interviewing, Cognitive Behavioral Therapy, PORTAL to SUCCESS, group meetings with social service clinicians, inpatient drug/alcohol treatment, intensive outpatient treatment, alcoholics/narcotics anonymous.

THE ARGUMENT FOR BEHAVIOR CHANGE:

Scientific evidence has not always guided correctional practices (Cullen and Gendreau, 2001). In fact, until recently, community corrections practice was most often guided by whatever approach an agent was trained in or preferred. Two issues have discouraged agents from looking closely at their interactions with offenders. First, most Officers simply assumed that what they did worked, and had little incentive to look further. Second, performance measures for Officers have traditionally been linked to the technical aspects of the job (e.g., writing reports, court/board appearances, collection of fees) rather than to offender outcomes. Practice results could evade attention because the agent could always blame the offender for a poor outcome.

Historically, the corrections field has taken two basic approaches to changing offender behavior (McGuire, 2002):

■ **Deterrence strategies** use negative consequences to reduce undesirable behaviors. Methods include incarceration, punitive sanctions (e.g., fines, community restraints, electronic surveillance), and "get tough" programs that teach offenders structure and discipline (e.g., boot camps, wilderness programs).

■ **Constructional strategies** emphasize reducing undesirable behavior through teaching new skills and providing opportunities to use the new skills. Methods include increasing a person's opportunities and capacity for positive actions (e.g., skills training, education, employment) or helping the person succeed at some new behavior (e.g., drug treatment).